

**Cowes Primary
School**



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Primary
School**

School Behaviour and Anti Bullying Policy

Reviewed by: Headteacher and the School Council

On: May 2024

Next review due: September 2025

Headteacher: Mrs Stephanie Praetig

Signature:

A handwritten signature in black ink, appearing to read 'Stephanie Praetig' in a cursive style.

Pupil Behaviour Policy

Aims

Through the overall school rights and expectations, we strive to develop a trusting and caring environment, based upon mutual respect and understanding where all people are treated fairly.

The school ethos is based on these aims and rights: Right to be Safe, Right to be Respected, Right to learn. We aim to enable children to develop reasoned self-discipline and socially acceptable behaviour, demonstrating good manners, respect and helpfulness towards each other and all adults. We aim to allow all at the school to reach a high level of self-esteem where children are happy, feel good and enjoy each other's company. We aim to maintain high standards of tidiness and orderliness around the school, encouraging children to take a pride in their school and the wider community.

Responsibilities

Children are expected to

- Behave in an orderly, purposeful and sensible manner
- Show courtesy and respect to all members of the school and visitors
- Be thoughtful, helpful and understanding to each other at all times
- Promote a positive learning environment by maintaining a positive attitude and not disrupting the learning of others.
- Dress appropriately, according to the uniform policy

Parents are expected to

- Be aware of the school's Pupil Behaviour Policy and actively support it, discussing any problems with the staff, Headteacher or Chair of Governors if necessary
- Enable the children to dress appropriately, according to the uniform policy, at all times

Staff are expected to

- Set high standards of social behaviour, be polite, well disciplined and consistent in managing behaviour
- Listen to children, making it clear through their response that children's comments and reactions matter
- Seek every opportunity to explain and reinforce the code of acceptable behaviour, dealing fairly and firmly with those who do not maintain the high standards expected of them
- Dress appropriately, adhering to the school dress code
- Recording any behaviour incidents that need to be noted/and or shared using our CPOMS system
- Choose an appropriate place and time to speak to a member of staff about their child if there has been an issue

If there is a pupil who is a close family relative of a member of staff, then another member of staff will deal with any behaviour issues or concerns in the usual way, whenever possible.

Governors are expected to

- Refer all matters regarding discipline to the Head teacher who will discuss these matters together with the staff and the Chair of Governors, if necessary
- Be familiar with the school policy and actively support it

Visits, school journeys and school transport

All of the aims and responsibilities set out above apply when children are involved in any educational, sporting or social activity off the school site. All children are ambassadors for their school when on these journeys and expectations of behaviour and discipline are as high as those within school.

Positive Behaviour Reinforcement and Rewards

Staff are expected to praise pupils as appropriate and by doing so actively encourage and reward good behaviour.

Examples of positive reinforcement and rewards include the following (this list is not exhaustive):

Verbal praise

House points

Notes home/telephone calls home

Awards, recognised in assembly- Writing, Maths, Headteachers and Lunch time awards

Newsletter praise

Class Dojo

Pupils are encouraged to make the right choices - the benefits of good behaviour are: positive reinforcement through praise and rewards. The consequences of making the wrong choice resulting in poor behaviour is a series of warnings and if necessary a sanction. Good behaviour creates an environment where effective learning can take place. A key principle is in the positive management of behaviour, giving far more praise rather than seeking to rebuke.

Teachers will ensure each child receives an award annually.

Behaviour and sanctions

Main aim

The main aim of the Behaviour Policy is to maintain the highest levels of acceptable behaviour applying different levels of sanctions when necessary. The discipline applied as a result of misbehaviour will be fair, firm and appropriate so that children are left in no doubt that only the best is expected of them. A positive learning environment should be maintained at all times.

Acceptable behaviour

Children's behaviour is acceptable when they carry out their everyday school lives in accordance with the agreed policy and show respect and tolerance for others.

Discipline

We take every opportunity to teach and encourage children to behave as disciplined members of the school community. When children do not behave appropriately, sanctions are given according to need.

The school will take a dual strategy approach to children who display significant behaviour problems. Firstly, there is a structure of accepted behaviour and it will be expected that all children at the school work within it. If not, then the agreed school sanctions will apply. Secondly, all staff acknowledge that it is their responsibility to manage the behaviour of children in their care and that a range of strategies will be deployed to support the child in overcoming their behaviour difficulties. Staff will draw up Personal Support Plans (PSP) in consultation with the school Special Education Needs Co-ordinator to outline this planned support, if required. Each teacher has a class file in which they record any behaviour issues for pupils in their class.

In class

All at the school have agreed to expected standards of behaviour. Classroom expectations are clearly displayed in all classrooms and teachers remind children of them regularly. The aim is to provide a good and purposeful learning environment for all children. A breach of these rules is met with a graded behaviour system, supported by the positive behaviour House Point System:

EYFS

Sand timer – time out – used throughout the day
Reward positive behaviour – smiley face
Negative behaviour – sad face – given the opportunity to remove sad face
Smiley face award given on Friday
Referral to EYFS Leader/Key Stage 1

KS1

Two verbal/visual warnings system
Breaktime reduced/withdrawn
Lunch playtime reduced/withdrawn
Referred to Key Stage Leader

KS2

Two verbal/visual warning system
Breaktime reduced/withdrawn
Lunch playtime reduced/withdrawn
Quest time reduced/withdrawn
Referral to Key Stage 2 Leader/Assistant
Contact with parents

In all year groups internal isolation, a behaviour chart or, as a last resort external exclusion is an option. Involvement of parents at any stage, as appropriate, is crucial to support the child and school. For Upper Key Stage 2 pupils, an after school detention is an option provided 24 hours notice has been given to parents/carers. **If this occurs, governors will be informed.** If an incident is particularly serious, children will be sent to wait by the office and a member of the Senior Leadership Team will be sent for.

In the playground

If children misbehave in the playground, they will be given two verbal warnings and then if misbehaviour continues, will be moved to supervised isolation, away from the other children. This will be reported to the class teacher or Key Stage Leader.

Lunchtime/Quest

Lunchtime/Quest supervisors have the same authority as teachers and will apply the same sanctions, ie, two verbal warnings and explain that if they choose to continue with the wrong choice, then a sanction will happen, removing and/or reporting to the class teacher or Key Stage Leader. If an incident is particularly serious, children will be sent to wait by the office and a member of the Senior Leadership Team will be sent for. If deemed appropriate the child may be internally excluded for a period of time and supervised work should then be set and a phone call to home.

School visits/Off Site Activities

The agreed rules apply to all children. Staff will deal firmly and fairly with misbehaviour wherever it occurs in the school, or on visits elsewhere since all venues are regarded as extensions of school and the children act as ambassadors of our good name. Incidents of serious misbehaviour on school visits will always be reported to parents.

The Headteacher

Incidents reported to the Head teacher are considered very serious. The Head teacher will ensure that the children are interviewed and discuss the matter with the class teacher and Key Stage Leader, to decide what sanctions will be applied or if parents should be informed. If parents are told, they will be invited to discuss the incident with staff, to find an agreed approach to improvement. The Chair of Governors may be informed for the record. The Head reserves the right to place a child in an after school detention, with appropriate notice if this is considered necessary.

Exclusion

In very serious cases, and in accordance with LA and National policies, it may be necessary to exclude a child. The exclusion will either be for a set period, or permanently, with parents' right of appeal to the Governing Body. See Pupil Attendance and Exclusion Policy. Governors will always be informed.

Policy review and evaluation

The Head teacher is the staff member with overall responsibility to ensure that the Behaviour and Discipline Policy is implemented and reviewed. The review will be every two years and will involve consultation with the School Council and staff.

Policy on Bullying

It is the aim of the School Behaviour Policy to help create a positive, supportive, atmosphere which is based on shared values and a sense of community.

There is no justification whatsoever for bullying behaviour and it should not be tolerated in any form.

Differences of race, religion, gender, sexual orientation, ability are absolutely repudiated as reasons for bullying.

The rules by which we conduct our affairs are derived from this aim and it is important that all staff and pupils clearly understand them. It is equally important that all staff act as effective role models in their relationships with children and with each other.

Bullying affects everyone, not just the bullies and the person being bullied. It affects those who watch and other pupils can be drawn in by group pressure.

Bullying of whatever kind is unacceptable and must not be regarded as an inevitable, or necessary, part of growing up. It must be clearly understood by everyone that it is wrong and will not be tolerated in this school, or on the way to and from school.

Staff should be alert to signs of bullying and harassment, must take seriously any complaint of bullying, and deal with it firmly, fairly and promptly

Bullying can take many forms, including repeated:

- Physical abuse – punching, kicking, pushing
- Verbal - teasing/name-calling/insults relating to physical/social appearance, disability, gender, ethnic origin, sexual orientation or personality
- Psychological - spreading rumours, excluding from activities/discussions/groups of friends
- Extortion - threats to obtain money or property
- Damage/Theft - to/of belongings.

This list is not exhaustive and each incident (s) will be dealt with on an individual basis.

As a school, we shall seek to

- Support children who are being bullied
- Help children who have bullied to change their behaviour, support given for any underlying issues
- Meet those concerned individually and find out the facts of any incident
- Use peer group pressure (other pupils) to actively discourage bullying
- Keep this a relevant issue by mentioning it regularly in assemblies
- Inform parents immediately if the incident involves violence
- Involve parents at an early stage if an incident is serious or repeated
- Help children develop positive strategies and assertiveness
- Record incidents of bullying so that they can be monitored
- Involve and discuss with children/parents agreed class rules and behaviour strategies
- Involve other agencies, eg, Education Psychologist when necessary

It is everyone's responsibility to try to prevent bullying from happening

Appendix 1

There may be times when a child wishes to confide in a member of school staff. Staff must follow the school's Safeguarding Child Protection policy. It is the school policy that information may need to be passed on to the Designated Child Protection Officer (Stephanie Praetig, Headteacher) If information is passed on to the Headteacher, the appropriate action will be decided upon, including the involvement of other professionals if deemed necessary. The school nurse follows a separate code of practice linked with her professional regulations.